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missive, ready to be organized and directed when it finds a master. To maintain China is to maintain a government without force, in a people without cohesion.

Hawaii . . . Our New Possessions. An Account of Travels and Adventure, with Sketches of the Scenery, Customs and Manners, Mythology and History of Hawaii to the Present, and an Appendix containing the Treaty of Annexation to the United States. By John R. Musick, author of the "Columbian Historical Novels." Illustrated with Fifty-six Full-Page Plates, containing over One Hundred Half-Tone Reproductions from Photographs, with Border Decorations by Philip E. Flintoff and Thirty-four Pen Sketches by Freeland A. Carter. Also a Map of the Hawaiian Islands. Funk and Wagnalls Company, New York and London. 1898.

The illustrations seem to be the best things in this big book. The text is sketchy, the travels and adventures are not entertaining, the descriptions of scenery are laboured, and the history does not inspire confidence. The excuse for the work, as stated in the preface, is that no American volume on the Islands has appeared since the recent change in the order of things there, and that people in the Eastern and Middle States know comparatively little about the country. This is, perhaps, an overstatement of the case. The Hawaiian Islands have attracted a good deal of attention in recent years, and there is abundant information concerning them within the reach of all who wish to know. Some of this naturally reappears in Mr. Musick's pages, but he contributes much original matter.

The Royal Road to Geography, with a Criticism on the Present Method of Teaching Geography in Primary Schools. By A. Perianayakam, B.A., Headmaster, C. M. High School, Srivilliputur. "No man also having drunk old wine straightway desireth new: for he saith, The old is better." Madras: Printed at the S. P. C. K. Press, Vepery. 1898. [All Rights Reserved.]

Mr. Perianayakam finds that geography is badly taught and that the evil lies in the auxiliaries employed: the kindergarten system and maps.

The division of land and water, the mouth of a river, the hill, the mountain and the plain, in kindergarten teaching, are represented by a variety of arrangement with bricks, or blocks. This is declared to be outrageous. Just consider boys and girls how they play. In building houses sand in straight lines represents the

wall; gaps in the line are doorways; pieces of stick, door-posts; and so on. In one word, says Mr. Perianayakam, *all the objects used by children are allied to those they are made to stand for.*

The map, instead of being a help in the primary course, is held to be a hindrance. The teacher explains that the top of the map is north, and the children conclude that if the map is hung up by the bottom the bottom becomes north. In the same way, the top of a steeple or of a tree may be imagined to be in the north.

All the objects in a map lie on the same plane, and no adequate impression is produced as to the relative size of towns and rivers, the heights of mountains, the productions, the population, the animals, the trees, etc. Rivers are made to defy the law of gravitation. The map fails to answer a child's questions: Are there wild animals in the sea? Is the sea larger than our well? What does a mountain look like? Do bandies (carts) go over the sea?

A child fancies that the colour of a country in the map corresponds to the colour of the soil, and so conceives a liking for one country and a prejudice against another.

Srivilliputur is the chief town of the sub-division Srivilliputur, Tinnevelly District, Madras Presidency. In the fifty pages of his little book, Mr. Perianayakam shows how he would teach the geography of Tinnevelly.

In Lesson 13 (on Islands) Mr. Perianayakam handles with a light touch the facts of the human anatomy and of etymology:

T.—What is the difference between our district and that piece of land (pointing)?

P.—That piece of land is surrounded by water.

T.—What organ in our face is surrounded by water which sometimes overflows its bounds?

P.—The eye.

T.—Yes. That piece of land (pointing) is like the eye. What shall we call it then?

P.—Eye-land.

T.—Yes, eyeland or island. What is an island?

P.—It is land surrounded by water.

Lesson 14 is on the People of the district, illustrated by the models of three different races. It begins:

T.—Put the figures of robust men in North Tinnevelly for the people here are taller and stronger than those of the south. Put the models of Europeans at Palamcottah, Tinnevelly, Tuticorin, Ambasamoodram, Virudupatti, and Satur; and those of Arabs at Palamcottah and Tuticorin. What have Englishmen come here for?

P.—(1) To preach Christianity, (2) to govern the country, and (3) to trade.

T.—What have Arabs come here for?

P.—To trade—in horses and asafoetida.

T.—Name as many points of difference as you can between Hindus and foreigners in dress, &c.

P.—Hindus do not protect their feet which foreigners do. (2) Hindus grow their hair into a long tuft but foreigners cut their hair short. (3) Hindus wear cloth but all foreigners trousers. (4) Hindus have more costly ornaments and jewels than foreigners. (5) Natives of India have marks of religion on their forehead but no foreigner has any such mark. (6) The head dress of the Hindu is much larger than that of the foreigner.

Each dress is admitted to be best suited to the country in which it is used, and the dress of “foreigners” is said to be the best for running, jumping, etc. ; an implied recognition of the Englishman as the only foreigner.

Mr. Perianayakam's spelling of Indian names does not always agree with that of Sir W. W. Hunter.